

# How Stages Correlates with Missouri's Alternate Framework for Curriculum Development<sup>1</sup>

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## Mathematics Goals and Benchmarks (Related Functional Context Skills/Show-Me Standards Number in Bold)

### GOAL 1. UNDERSTAND AND USE BASIC CONCEPTS RELATED TO AMOUNT.

**Benchmark 1.2** Apply concepts such as: full/empty, more/less, many/few, some/none (**M6**).

**Benchmark 1.3** Demonstrate one-to-one correspondence by matching (such as plates to the number of people seated at the table) (**M4**).

**Benchmark 1.4** Count by rote to \_\_\_\_ (**M1**).

Count objects to \_\_\_\_ (**M1**).

**Benchmark 1.5** Identify ordinal position: first, last, next, etc. (**M6**).

**Benchmark 1.6** Perform addition and subtraction with manipulative or calculator (**M1**).

**Benchmark 1.7** Use measurement devices to determine amount (**M2**).

**Benchmark 1.8** Divide amounts into fractional parts (**M5**).

#### **Related Stages Assessment Activities:**

*Stage Four:*     *Math Readiness:* Counting, Estimating, Spatial Relationships, Explore Compare  
                         *Shapes:* Explore, Assess

*Stage Five:*     *Math:* Charts and Graphs, Math Facts (+, -, x, ÷), Word Problems (+, -, x, ÷), Geometry,  
                         Fractions

### GOAL 2. UNDERSTAND AND USE BASIC CONCEPTS RELATED TO SIZE AND SHAPE.

**Benchmark 2.2** Match objects by shape (**M2, M6**).

**Benchmark 2.3** Apply concepts such as: big/little, shorter/taller, wider, longer, etc. (**M2, M6**).

**Benchmark 2.4** Use measurement tools to determine length, weight, and volume (**M2**).

**Benchmark 2.6** Divide units of length, weight, and volume into fractional parts (**M5**).

#### **Related Stages Assessment Activities:**

*Stage Four:*     *Math Readiness:* Explore Patterns, Continue/Fill In Patterns, Create Patterns, Estimating,  
                         Spatial Relationships, Explore Compare

*Stage Five:*     *Math:* Charts and Graphs, Geometry, Fractions  
                         *Problem Solving:* Number Guess, Shape Mystery

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<sup>1</sup> Information found in Missouri's Alternate Framework for Curriculum Development: Linking the Show-Me Standards to Functional Skills, by the Missouri Department of Elementary and Secondary Education. Document source: <http://services.dese.state.mo.us/divimprove/assess/mapa.html> (Printed on January 22, 2002).

**GOAL 3. UNDERSTAND AND USE BASIC TIME CONCEPTS.**

**Benchmark 3.5** Tell time using a clock (**M5**).

***Related Stages Assessment Activities:***

*Stage Six:* Explore and Assess: Telling Time

**GOAL 4. UNDERSTAND AND USE BASIC CONCEPTS RELATED TO MONEY.**

**Benchmark 4.1** Identify name and value of coins/bills (**M5**).

**Benchmark 4.2** Count coins to \$1.00 (**M5**).

***Related Stages Assessment Activities:***

*Stage Six:* Explore and Assess: Money ID, Money Equivalents, Counting Money

**Communication Arts  
Goals and Benchmarks**  
(Related Functional Context Skills/Show-Me Standards Number in Bold)

**GOAL 1: COMMUNICATE NEEDS AND WANTS (CA5).**

**Benchmark 1.1** Has physical means to respond (eye gaze, movement, switch, etc.).

**Benchmark 1.3** Indicate a choice when presented with options.

**Benchmark 1.5** Provide an understandable signal to indicate wants and needs in age-appropriate settings with careful listening/questioning.

**Benchmark 1.6** Use verbalization/sign language/communication devices to consistently communicate concrete wants and needs intelligibly in age-appropriate settings.

**Benchmark 1.7** Use complete sentences to communicate needs and wants in age-appropriate settings.

**Benchmark 1.8** Use verbalization/sign language/communication devices to consistently communicate abstract wants and needs intelligibly in age-appropriate settings.

***Related Stages Assessment Activities:***

*Stage One: Cause and Effect.* At Stage One, the learner practices and eventually masters interacting with a computer using an appropriate input device.

*Stage Two: Emerging Language.* At Stage Two, the learner is exposed to objects and actions presented using different levels of representation: photos, drawings, and symbols.

*Stage Three: Language Readiness.* At Stage Three, the learner begins to make independent choices.

*Stage Seven: Written Expression.* At Stage Seven, learners can express ideas, needs, wants and feelings using an accessible, onscreen keyboard or standard keyboard.

**GOAL 2: RESPOND TO QUESTIONS AND INSTRUCTIONS (CA3, CA5).**

**Benchmark 2.1** Has physical means to respond (eye gaze, switch, etc.).

**Benchmark 2.2** Inconsistently indicate a choice.

**Benchmark 2.5** Consistently indicate a choice.

**Benchmark 2.6** Appropriately respond to a variety of basic question forms ("wh" questions).

***Related Stages Assessment Activities:***

*Stages One, Two, Three:* see Related Stages Assessment Activities for Goal 1 above.

*Stage Three: Function Identification (Verbs):* Clothing, Toys, Vehicles

*Stage Four: Math Readiness:* Estimating, Spatial Relationships

*Stage Five: Reading:* Meaning, Context (High Frequency Words)

*Stage Six: Stories:* Cody, Mitchell, Meg, Adam, Ryan

**GOAL 3: USE COMMUNICATION TO INITIATE AND SUSTAIN INTERACTIONS DURING SOCIAL, ACADEMIC, AND VOCATIONAL ACTIVITIES (CA5).**

**Benchmark 3.1** Respond when spoken to or touched (facial expressions, turn head toward source, lean body towards source, etc.)

***Related Stages Assessment Activities:***

*Stage One: Cause and Effect.* Observe the learner for response to the activity and verbal directions.

**GOAL 4: USE AND RESPOND TO PICTORIAL AND/OR WRITTEN COMMUNICATION (CA1, CA2, CA4, CA5).**

**Benchmark 4.1** Look toward visual stimuli upon request.

**Benchmark 4.2** Make/maintain eye contact with visual stimuli upon request.

**Benchmark 4.3** Identify a few common objects and/or pictures upon request.

**Benchmark 4.4** Tolerate/cooperate with instruction in use of media and technology

**Benchmark 4.5** Identify a variety of objects and/or pictures upon request.

**Benchmark 4.7** Follow a pictorial sequence.

**Benchmark 4.10** Produce meaningful pictures and/or single words.

**Benchmark 4.11** Read basic sight words, sentences, and/or stories.

**Benchmark 4.12** Write meaningful phrases/sentences independently.

***Related Stages Assessment Activities:***

*Stage One: Cause and Effect.* Use the visual-only settings to gauge learner ability to look toward the screen.

*Stage Three: Language Readiness.* Use the Divergent activities to encourage learner to make choices before assessing learner ability to identify objects in the Convergent activities.

*Stage Five: Reading: Meaning*

*Stage Six: Stories: Cody, Mitchell, Meg, Adam, Ryan*

*Stage Seven: Making Words: Rhyming Words*

*Making Sentences: Building Sentences, Spelling and Grammar, Writing Sentences*

*Making Stories*